

## COVID-19 Behaviour Statement

For DEMAT schools to open schools in accordance with government guidance the following amendments have been made to our Behaviour Policy. Keeping children and staff safe is our utmost priority, and the emphasis of this statement.

In order for pupils to be able to behave in a manner that will keep themselves, their peers and staff safe our school staff will implement the following guidance from: *'Rebooting behaviour after lockdown by Tom Bennett.'*

- 1. Define what you mean by good behaviour.**
- 2. Good behaviour must be *taught*, not *told*.**
- 3. Build routines, habits and norms.**
- 4. Don't wait for pupils to misbehave- be proactive.**
- 5. Make boundaries meaningful.**
- 6. Train staff first.**
- 7. Implementation is everything.**
- 8. Reboot your expectations constantly.**
- 9. High expectations means high support.**

Pupils must be explicitly told that the consequences for behaviour that threatens distancing measures, respiratory or tactile hygiene, are very serious indeed. Therefore malicious, deliberate acts of transmission (eg spitting, coughing) will be treated with the greatest seriousness.

### **Pupil's behaviour on the return to school does not comply with social distancing guidelines including:**

- Refuses to follow adult instructions which results in social-distancing measures being broken
- Refuses to wash hands for at least 20 seconds
- Coughs without coughing into their elbow
- Sneezes without following the *Catch it, Bin it, Kill it* protocol
- Touches equipment belonging to another pupil
- Leaves the room without permission from an adult

It is important to note that, due to COVID-19, it might not be appropriate to apply consequences and sanctions as stated in the school Behaviour Policy, for example it may not be possible for a child to miss minutes of their play-time as they need to stay with their 'bubble' as stated in government guidance. Therefore schools are considering alternative response. Schools will make consequences and sanctions clear to all pupils. These might include reduced access to rewards, certain activities and choosing time. In extreme situations schools may need to consider fixed term exclusion, however, should this be the case school will discuss a flexible approach with parents to enable their child to access learning in a way that is safe for the child, their peers and staff.

*"Routines, norms, and consistency are how cultures are built. If students feel that they are valued, that they matter, and that their behaviour matters, they are far more likely to turn up and try. This is not only consistent with having high expectations, it is intrinsic to them."* Tom Bennett